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PLANNING PROJECT FOR THE TEACHING OF ASIAN STUDIES IN NEW ENGLAND SECONDARY SCHOOLS. FINAL REPORT.

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ASIAN STUDIES IN SECONDARY SCHOOLS HAVE PASSED THEIR PIONEER STAGE AND REQUIRE EXPANSION AND MORE DEPTH. THERE IS NEED FOR PREPARING TEACHERS BY SUMMER INSTITUTES, BY SERVICES WHICH SHOULD BE SUPPLIED BY A SERVICE CENTER, AND BY LEAVES OF ABSENCE FOR STUDIES AT GRADUATE CENTERS AND IN ASIA. THE TEACHING OF CHINESE AND JAPANESE LANGUAGES SHOULD BE SERIOUSLY UNDERTAKEN BY SECONDARY SCHOOL STUDENTS OF GOOD APTITUDE--AT FIRST AT SOME 10 REGIONAL CENTERS IN NEW ENGLAND. AFTER MORE TEACHERS HAVE BEEN TRAINED, THESE LANGUAGES SHOULD BE OFFERED, AS ARE OTHERS, AS PART OF THE REGULAR CURRICULUM. IF THERE IS TO BE ADEQUATE GOVERNMENTAL SUPPORT, PERHAPS ONE-THIRD OF THE SECONDARY SCHOOLS IN NEW ENGLAND COULD COME TO PROVIDE SUCH INSTRUCTION. (THIS SURVEY DESCRIBES THE OPPORTUNITIES FOR ASIAN STUDIES IN SECONDARY SCHOOL CURRICULA AND WHAT THE FURTHER NEEDS ARE. IT OUTLINES BY PHASES AND ACTIVITIES A PROPOSED SERVICE CENTER FOR TEACHERS OF ASIAN STUDIES IN NEW ENGLAND.) (AUTHOR)

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HEALTH, EDUCATION, AND WELFARE

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Final Report

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Planning Project for the Teaching of Asian Studies in New England Secondary Schools

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Summary

1. Problem in Brief:

There has been considerable experimenting with instruction about selected Asian societies, cultures and histories in secondary schools of New England. In general, however, the efforts need more maturity, depth, and effectiveness. This study has sought to ascertain principal needs, opportunities, and the kinds of services which could answer needs.

2. Scope of Study:

Although concerned with existing Asian studies at the secondary level throughout New England, this study emphasized the experience of public, private and parochial schools in middle New England, chiefly Massachusetts, northern Connecticut, southern New Hampshire, and southern Vermont. Instruction about all of Asia was within our purview, but we found most attention being paid to the Chinas, Japan, and India.

3. Objectives and Tested Hypotheses:

This study sought to ascertain the levels and curricular fields of secondary education where Asian studies are being and could be further provided. How existing Asian studies can be strengthened was another inquiry. We sought for opportunities, both curricular and extra-curricular, for the reasonable growth of Asian studies. Our main hypotheses were that teachers need more and better preparation, encouragement, consultative advice, systematically available resources, and continuing services for more and improved instruction about Asia. We already recognized the need for a Service Center for Teachers of Asian Studies in New England; this study was partly to delineate the most needed services which would indicate the main activities of such a Center. These would also have a bearing on the composition of the staff and the cost of such an effort.

4. Methods Used:

Members of the Policy Committee, including the Director and a secretary, interviewed key persons in selected national and regional organizations who have had experience with teachers of Asian studies. We corresponded with more distant centers and agencies. We consulted social studies coordinators in the State Departments of Education about conditions and opportunities in public schools in their states. We conferred with the Director of the Lincoln Filene Center, Tufts University, who was a member of our Policy Committee. He gave us access to a nine-state statistical survey of school activities regarding international affairs. The study Director and secretary held a discussion along indicated lines in a session of the New England Conference on Asian Studies, and we analyzed some 50 responses to our questionnaire given directly and

mailed to teachers who are members of that organization. The Policy Committee also arranged two dinner-discussion sessions with selected principals and teachers from the three main types of secondary schools in the greater Boston area.

5. Results Obtained:

This survey found that there is much need to promote interest in Asian studies on the part of state and school administrators, curriculum planners, and teachers. Private academies in New England have been the most enterprising in this field, but even among them there is much variation in kind and quality of instruction. There is developing a need for better coordination of Asian studies on the secondary and lower division collegiate levels. A growing number, but still relatively few, public high schools have semester-long courses on Asia; as expected, more infuse Asian content into certain existing courses. Most parochial schools in our region have provided little in this field and are just beginning to show interest.

It was found that teachers need more confidence to venture into Asian studies and that this is gained through their own preparation, preferably with expert guidance. There are a number of kinds of opportunities in this field needed by teachers in New England. Foremost is one or a few continuing series of summer institutes located at universities which have both resources on Asia and a sustained interest in encouraging pre-college Asian studies. Summer institutes should include a course in history and a workshop where teachers with advice can prepare materials tailored for their units or courses. When possible, teachers selected for having done well in such institutes and having gained experience teaching about Asia should have opportunities to travel and study in chosen Asian countries during summers or during longer leaves of absence. Such leaves might, alternatively, be spent at university centers of Asian studies. The survey also attained comprehensive information about the secondary school levels, subject fields, and extra-curricular programs in which there are opportunities for instruction about Asia. (See page 7)

After considering recent experiments in the teaching of Chinese and Japanese languages to gifted high school post-juniors, it is concluded that government support is needed ultimately to enable regular faculty appointments to about one-third of the secondary schools in New England for instruction in these two ideographic languages (and later perhaps in a few other important Asian languages). During the next decade, however, funds will be needed for training more teachers for teaching at least these two Asian languages on the secondary level. Meanwhile, and as soon as possible, more regionally focused programs in Chinese and Japanese language study should be supported in such vicinities as New Haven-Middletown, Connecticut; Providence, Rhode Island; Greater Boston and Amherst, Massachusetts; Durham, New Hampshire; Burlington, Vermont; and Portland and Orono, Maine.

School libraries need strengthening of their holdings on Asia; both their staffs and many teachers need sustained, evaluative bibliographical services.

This study demonstrated clearly the need for a continuing Service Center for Teachers of Asian Studies in New England. It should be established at a university center in the region, one that has a well developed faculty and other resources for Asian studies and also has shown interest in secondary education. A plan for such a Service Center is outlined in Appendix D.

Such a Center would not duplicate the kinds of materials and aids now being provided by other agencies. It would be a relay center for some of these and might supplement them. At least in the first few years, the Center's emphasis would be on promotion, consulting and liaison. Later it might provide some translations and help with channels for correspondence between American and Asian teachers and students.

Teachers in New England report having difficulties in obtaining films and other audio-visual materials on schedules synchronized with course plans. Lending services that now function in our region should be encouraged to augment discreetly their holdings on Asia and to service schools more efficiently than can be done from centers outside the region.

6. Highlights:

Without recapitulation, it can be concluded that the early period of secondary school pioneering in Asian studies is ending; the time for expansion and improved quality has arrived. There has been considerable venturing with varied results. Variety rather than uniformity is to be desired, but adequacy should be improved. Certain well tested methods and patterns need to be encouraged to spread.

The next period of strengthened Asian studies in New England requires more effective relating of college and university resources to the preparation of teachers and to their in-service stimulation. There is need to fit together and in certain ways to institutionalize, thus to regularize, the services to secondary schools in the Asian studies field.

7. Recommendations for Further Action:

The Policy Committee and staff of this survey recommend that a series of summer institutes for current and prospective teachers of Asian studies be developed at one or a few universities that have the above-mentioned characteristics. They also recommend that at one of these institutions a Service Center for Teachers of Asian Studies be established.

Qualified persons in charge of these two kinds of programs should later lead in planning, and Federal and State Governments should appropriate funds for, the most serious and able secondary school teachers of Asian studies to have summers and leaves of absence for further preparation at American university centers of Asian studies and/or

opportunities to study in Asia. Recruitment for the overseas training part of this more advanced program should be administered nationally rather than for a single region.

Introduction

New England has long been exposed commercially and intellectually to non-Western cultures and specifically to some of those in Asia. Universities and colleges in this region have rather well developed programs of Asian studies. One of the problems is effective assistance by such institutions to Asian studies in secondary schools--public, private and parochial--in their area. An hypothesis of this project was that conditions in our world and in the educational scene in the six States of New England (as well as in the nation broadly) call for a deepening of instruction and learning, an earlier exposure of students to information and improved interpretations of selected Asian societies, cultures and histories. Although the present project relates only to secondary education, learning about Asian experience should be a cumulative process based on studies in appropriate subject fields beginning in the elementary years.

Secondary schools in New England have been experimenting and grow increasingly active in offerings about Asia. An aim of this study has been to make a general but not statistical survey of secondary education in this field in New England. Information was sought about curricular developments, the kinds and suitability of graded materials available, the competence and confidence of teachers to teach at their levels in this field, and needs they have for better materials, more preparation, as well as for advice and practical services.

We might state as another hypothesis that Asian studies in secondary schools of this region are in an "adolescent" stage seeking more maturity. Curricula are being enriched at many points with some intensification. How can Asian studies be fitted in wisely and effectively? We knew that a few schools offer semester-long courses on selected important Asian countries, but we assumed that usually the problems will be how to infuse Asian content into existing courses and special programs. We soon learned that many a school administrator needs to be persuaded to recognize and encourage responses to these needs.

On the basis of previous work and observation, those conducting this survey held an opinion that New England needs a Service Center for the teaching of Asian studies in secondary schools. More evidence on this score was needed, however. Reviewers of this project in proposal stage raised the question whether services provided by national Asian societies do not suffice. If a Service Center in New England

should prove to be needed, what should be its main lines of activities and its priorities? How should it be staffed? And what magnitude of funding would be required? Also, at what kind of institution could needed services be best assured? And how could coordinated and sustained encouragement of Asian studies be provided? There is at present not only some eager interest among teachers but also varying degrees of uncertainty, irregularity, and--some admit frankly--superficiality about their efforts in this field.

With limited time and staff, it was decided to concentrate our survey in Massachusetts and Connecticut, some inquiries also being made of teachers in southern New Hampshire and Vermont.

Methods

The two faculty members at Tufts University most active in this work (Drs. Betty Burch and Allan Cole) had for years cooperated with high school and academy teachers of Asian studies and had attended some of their conferences. Information as to curricula and teaching methods had thus been gained. They received further ideas from Dr. John Gibson, Director of the Lincoln Filene Center at Tufts; this institution has broad contacts with educators and schools, particularly in the Northeastern and Middle Atlantic States.

We had been warned about the probable inadvisability of a massively mailed questionnaire to schools. Actually, the Lincoln Filene Center was conducting a survey of secondary school activities pertaining to international affairs and foreign areas by questionnaire sent to 9,000 schools in the two mentioned regions. It contained a question about their work concerning Afro-Asian countries. However, when returns were in, near the end of our project, the number of responses to this question were too few for reliable representation.

Meanwhile our research had emphasized other methods. We interviewed key persons on the staffs of agencies concerned with public dissemination and discussion of foreign affairs and the study of non-Western cultures. Thus we learned about the activities of the Foreign Areas Materials Center, The Asia Society, The Japan Society, the Foreign Policy Association in New York, and the Council on World Affairs in Boston. There were other agencies with whose officers we had either interviews or correspondence. These included the Asian Studies Curriculum Project at the University of California, the East-West Center at the University of Hawaii, regional educational laboratories, the Educational Resources Center in New Delhi, and the National Committee on United States-China Relations. People on these staffs told of their experiences, made suggestions, and encouraged us in our planning.

The Director also discussed existing instruction about Asia and explained the purposes and intended activities of an envisaged Service

Center to Supervisors of Social Studies from nine States in the New England and Middle Atlantic regions. This meeting was held at the Lincoln Filene Center at Tufts University. They reported on activities in their States and made a number of helpful suggestions, some of which are included in this report. A list of these officers is attached in Appendix B. With one of them, Deputy Commissioner of Education for Massachusetts Dr. Thomas J. Curtin, we had a separate interview.

We had two dinner and after-meal discussions with principals and teachers selected from public, private, and parochial high schools in the greater Boston area. These yielded practical suggestions regarding curricular planning, teaching problems, and the promotion of Asian studies at this level of education. These groups were kept small so that everyone could fully participate. Names of participants, in addition to project Policy Committee members, are given in Appendix C.

Finally, the Director discussed existing secondary school programs in Asian studies and the services most needed at a session of the New England Conference of Asian Studies, a seven-year old body composed of about 125 secondary school teachers already actively teaching about Asian cultures and history. Ideas were exchanged, and a questionnaire (see Appendix A) was both distributed and filled out there; it was soon mailed to absent members. Altogether about 50 responses were received. Views given represented personal teaching experience, knowledge of particular schools, and general conditions of Asian studies in New England.

Another important source was Mr. H. Schuyler Royce, Department of History, Phillips Andover Academy, who has been a leader in the New England Conference on Asian Studies from its inception and has long promoted Asian studies in secondary schools of middle New England.

The Policy Committee formed at Tufts University for the project included the Director of the study, Professor Allan Cole; Dr. John Gibson, Director of the Lincoln Filene Center; Professors Betty Burch of the Political Science Department; Freeland Abbott, Chairman of the History Department; Harvey Pressman, Assistant Professor of History; and Dan Marshall, Professor of Secondary Education. Well informed persons off the Tufts campus were consulted as needs arose.

Findings and Analysis

1. Promotion of Interest in Asian Studies:

One of the chief needs is for a Service Center to have sufficient staff members to keep promoting interest in Asian studies on the part of State Department of Education personnel, curriculum planners, school superintendents and principals, teachers and parents. These exponents

should talk to important association meetings. There are also sub-regional meetings of administrators and teachers within states where consultants about this field would be welcomed. Experience in teaching about Asia could be periodically shared at such meetings.

2. Curricular Development (other than Asian languages):

The number of semester-long courses devoted to selected Asian histories and cultures (usually those of India, China and Japan--or China, Korea and Japan) is still modest and may remain so, though they are increasing. Independent academies in New England have been more venturesome in this field and report most of the area courses, usually with modest enrollments. Some academies have such well selected students that they are able to use the more mature college textbooks. This raises the question of increasingly needed measures to avoid serious duplication of material covered in stronger or more progressive secondary schools and in freshman-sophomore year Asian studies in colleges.

Some other high schools with special Asian courses are unable to use such advanced books and have not found quite satisfactory solutions. Such courses are sometimes offered in the twelfth year; there are also opportunities during the summer sessions available at some academies and high schools. Multi-disciplinary approaches are increasingly employed.

More schools, however, can infuse comparative Asian material into certain existing courses, or add units on carefully selected Asian topics to comprehensive courses. The grade levels at which such courses are taught vary with the state, the most prevalent opportunity being in world history. There is still discontent with the textbook sections, other graded readings, and historical/topical maps available for this work.

Some schools include translated Asian masterpieces and classics (or at least selections from them) in courses in comparative literature. Comparative religions interest students more than some adults might expect. Some teachers bring Asian problems into studies of United States foreign relations or of current affairs. At whatever grade, Asia often receives attention in studies of physical, human and economic geography. Increasingly schools are providing courses and special programs including Asian fine arts, especially graphics, music, drama and dancing. Subjects like Asian cuisines and textile designs can sometimes be included in home economics courses. In addition to reading and class discussion, students are commonly asked to make oral reports, write short essays, post exhibits, and give demonstrations.

3. The Teaching of Selected Asian Languages at the Secondary Level

The importance of Asia in world affairs has become so great, the

need for personnel with varied training about that area so urgent, and graduate area studies in the United States so exacting that it is time to undertake much more seriously the instruction of gifted high school and academy students in certain of the critical Asian languages, even though these are "difficult". Since many among the elites of India are able to speak English, and the teaching of Russian is well instituted in many high schools, it is submitted that governmental funds should next assist in establishing instruction in the Chinese and Japanese languages in strategically located sub-regions. These two languages are native to 850 million Asians.

While teachers are being trained in expanded numbers to offer instruction in these languages, the emphasis for, say, the next decade should be on sub-regional centers or programs each providing instruction to linguistically gifted students from several secondary schools. The aim would be for those electing such courses to continue with one of these languages through college years and to reach the Master's level with a developed research facility in one of these languages. Experience indicates that there is bound to be some attrition, i.e., discontinuance, for various reasons by some who began. This should be accepted, as in the study of other foreign languages. The exposure to ideographic languages and through them to aspects of their cultures will in either case have cultural value.

During a launching period, 1961-63, the Carnegie Foundation supported a program of the sort described above in the Boston area for selected secondary level students after their junior year. They studied Chinese (and in the second year some others studied Japanese) intensively for eight summer weeks and then for four class hours weekly during their senior year. This senior course was recognized for credit. During the first summer they also had one course in East Asian history. The better motivated and performing students were encouraged to continue studying Chinese (or Japanese) at university summer programs befor their freshman college years. By this time a few of these people have persisted to graduate studies with a good research use of the language. It can and more frequently should be done.

This program in the Boston area has dwindled somewhat but is being continued by a group of secondary schools in the Merrimac Valley with their hub at Phillips Andover Academy. It is from this experience since the early 'sixties that the following recommendation is made.

Until such time as funding and available trained personnel make possible the regular offering of Chinese and Japanese language instruction in about one-third of the secondary schools of New England, it is proposed that:

A. Programs for credit in Chinese and Japanese languages (and one course in East Asian history) should be established and supported at the post-junior year secondary level in at least ten locations in New England--in:

(1) The area served by Yale and Wesleyan Universities

(2) The area served by Brown University and the University of Rhode Island

(3) The area served by the University of Massachusetts, and by Smith, Mount Holyoke, Hampshire and Amherst Colleges

(4) The Boston area, South Shore

(5) The Boston area, North and Northwest

(6) The Merrimac Valley

(7) The area served by the University of New Hampshire

(8) Vermont with the State University as its center

(9) Maine with the State University as one center

(10) Maine with the University of Maine at Portland as a center

B. One or both languages (and the East Asian history course) should be offered intensively during the first summer of this learning.

C. During the senior year, less intensive courses should be offered at one or two locations in each sub-region. Able and persisting seniors should be referred to universities that offer further courses in these languages and related area studies. There should be a new category of National Defence Foreign Language Fellowships for undergraduates to encourage continuance in such rather difficult and critical programs.

D. Steps should be taken to integrate effectively the content of courses at the secondary with those at the college level. At the pilot stage this has already progressed fairly well.

E. Appropriated funds should include provisions for teaching faculties, administrative personnel, secretarial and maintenance services, and overhead. There should be total scholarship provision, renewable after the first summer only to students who have made course grades of "B" or better. There should also be an ample provision of scholarships for language study during the second summer--between the high school senior and college freshman years.

4. Extra-Curricular Asian Programs;
Support for Instruction and Learning

There is increasing awareness among principals and teachers that school assembly and other periodic and special programs (films, listening to recorded material, museum visits, etc.) are important supplementary forms of education about non-Western cultures. They can have significant effects on motivation. Schools are eager to keep better informed about speakers, artists, and films from or about Afro-Asian countries, resources which would be available for local appointments. They would welcome a continuing New England liaison service for this kind of arrangement. There are other agencies which encourage pen-pal relationships between American students and their counterparts abroad, but more specific and sustained correspondence could be promoted by a center in our region.

Teachers especially emphasize their need for continuing, evaluative information about available printed and audio-visual materials concerning Asia. In a general way they know about some of the national Asian societies, and many have been assisted by their guides. But almost all whom we consulted stressed the need for a clearing house and relay center situated in New England. This agency, perhaps in cooperation with the New England branch of the Association for Asian Studies (the national office of which publishes a newsletter) and the New England Conference on Asian Studies, could produce and distribute a news circular which could pertain more specifically to opportunities in this region. It could also produce evaluative bibliographies for various known types of courses.

Schools differ greatly in the availability of funds for library development in this field. Some are rather well financed. Almost all about which we learned would welcome evaluative consultation about book accessions.

5. Needed Assistance in the Preparation of Teachers

Among New England's secondary school teachers of geography, social sciences, fine arts and literature there has been a growing number who, with bold spirit though at first as amateurs, have gained background for inclusion of Asian content in certain of their courses. A few teachers have completed Master's programs in regional studies. But there is a widespread problem of confidence on the part of instructors that they have acquired, or can by reasonable investment attain, sufficient competence to teach about Asian cultures.

There is need for one and soon a few regularly recurring summer programs in New England for present and would-be teachers of Asian studies. They should have competent, interested leadership and should include at least one broad course in cultural history suited to the needs of teachers and a workshop in which materials for both teachers and their students could be developed. Some of those who have for

years been teaching courses on Asia are seeking summer opportunities to work with scholarly guidance on the preparation of materials tailored for their purposes--new units, case studies, documentary and bibliographic collections, and illustrations. Such summer institutes in New England should, as elsewhere, arrange series of talks by invited experts, showings of well chosen films, and visits to nearby museums.

There would be advantage and economy in having these summer programs located at universities with the needed resources, beginning at the institution where a Service Center could be developed. In some ways it would be effective to have these successive institutes at state universities in the region, ones which have respectable panoplies of faculties and resources on Asia and such useful appurtenances as film rental services. The Universities of Massachusetts and Connecticut are probably the best located and prepared in lower New England for this kind of program. The Universities of Rhode Island, New Hampshire and Vermont have been strengthened in their capabilities to assist colleges and secondary schools in Asian Studies. The institutes' administrations could, of course, invite faculty contributions from other campuses.

Private universities, notably Harvard, Yale, Wesleyan and Brown in our region, could provide bases and resources for recurring Asian institutes for teachers. The problem at post-graduate and research-emphatic institutions is to find faculty members who can have a significant role within their institutions, and also the recognized part-time task of developing programs mainly for in-service teachers. At Harvard, for example, there is a recurrent summer course on the history of modern China and Japan. And the School of Education has experimented with a workshop for teachers in this same field. However, what is really needed for teachers are well rounded and coordinated, sustained summer institutes.

Universities like Yale and Harvard have another resource that can be important: vigorous and well trained graduate students, some of whom are willing to devote time to work with secondary school teachers. During 1966-67, a group of advanced graduate students at Harvard organized a series of lectures on China principally for teachers. The National Committee on U.S.-China Relations is tapping the energies and knowledge of selected graduate students to meet some needs in secondary schools concerning China. In the longer run, a problem in this type of effort is the mobility of graduate students and the need for program continuity.

There comes a time, after alert secondary school teachers have studied and taught about Asia for a few years, when they thirst for opportunities to study on leave at major university centers, and to travel and study in selected countries in Asia. Of course, their enthusiasm and instruction can be improved from such vivid experience. Administration of academic year leaves of absence for study at university centers should be administered regionally for New England;

summer opportunities abroad should doubtless be administered with a national purview. A strong case can also be made for more opportunities for educational administrators and curriculum planners, especially at the State level, to observe in Afro-Asian countries. In talking with Social Science Supervisors from the States of New England and the Middle Atlantic region, we found some of the most enthusiastic support coming from three who had recently been to India for a few months. Human beings are going to promote Asian studies at the secondary level, and whether we consider administrators, teachers or students, we must consider motivation. The resulting investment of energies can be impressive.

Although summers provide the best opportunity for in-service teacher training, more limited efforts are needed during the academic year. Well prepared and publicized lecture series can attract satisfactory attendance. Principals and teachers whom we consulted warmly advocated a short series of dinners each year after which teachers could hear and discuss informally with willing experts about carefully chosen topics.

The New England Conference on Asian Studies should be encouraged to continue holding one or two conferences each year for secondary school teachers. Some of its members now attend the annual conference in New England of the Association for Asian Studies, but some feel that topics treated at most of these sessions are too specialized for use in high school instruction. There is obviously still need for conferences on Asia suited to secondary education, where there can be sessions dealing with both substantive questions and practical experience. These will also be occasions when there can be displays of materials adapted to the needs of secondary school instruction.

As one who has consulted with and observed the New England Conference on Asian Studies since its start, the writer takes this opportunity to make a few suggestions. In my opinion, the New England Conference on Asian Studies henceforth may need some affiliation which would provide a continuing secretariat to stabilize and systematize its services and separate them from any single secondary school. Still, there is the valid desire of high school and academy teachers to maintain policy controls over their own organization. It will therefore undoubtedly continue to have its own Steering Committee. A case might in the future be made for locating its office work in a still-to-be established Service Center for Teachers of Asian Studies. In addition to the national Newsletter of the Association for Asian Studies, the New England Conference in cooperation with the staff of a Service Center could produce more regular and helpful newsletters (say, at least two each academic year) about opportunities specifically in New England. In addition, timely special announcements could be sent out. Specifics about the proposed Service Center are outlined in Appendix D.

Conclusions

Using the sources described above, it was possible to conclude that Asian studies in secondary schools of New England need strengthening by:

1. One or more improved programs of successive summer institutes designed for teachers.

2. Opportunities for some well prepared, experienced teachers (especially those who would have worked well in one or more summer institutes) to study about Asia at major university centers (during summers or on leaves of absence) and/or to travel and observe in selected countries of Asia.

3. More effective opportunities for in-service teachers to discuss Asian topics with university experts, including advanced graduate students.

4. Establishment and functioning of a Service Center for Asian Studies in Secondary Schools of New England which would promote and consult about curricular development in this field and provide a number of sustained services related to needs to be summarized below.

   A number of instructional needs were more clearly discerned as a result of this survey. They include the following:

   a. Promotional work and consultation provided by well trained Asian experts with a main concern for secondary education. They should work both with school administrators and with teachers.

   b. Access to a continuously developed collection of curricular models in various fields of Asian studies.

   c. Evaluative bibliographical advice to both teachers and school libraries. (The aids available from national organizations should be recommended and relayed, not duplicated.)

   d. Regional and intra-regional conferences and symposia on Asian subjects, including opportunities to compare teaching/learning experiences.

   e. Information about available speakers, artists, and other special resources.

   f. Improved and more reliable audio-visual lending services in the region.

   g. A regionally oriented newsletter, including reports of resource opportunities and curricular developments.

h. Later, a translation and materials service providing information about secondary schools and youth activities in Asian countries. This service might also encourage correspondence between American and Asian teachers and students.

5. Governmental funding is needed for some ten centers in New England where the study of Chinese or Japanese language could be pursued by selected, linguistically capable students after their junior year of secondary education. The first summer would provide intensive study of one of these languages and a course in East Asian history. Language study for credit would continue through the senior year and--with scholarship support to good students--during a second summer and through college years. The aim would be a research facility in one of these languages by time of graduation from college.

Appendix A

Questionnaire Concerning A Proposed Service Center for Teachers of Asian Studies in New England

Part I--Please check one of these statements as representing your opinion:

_____ A Service Center for teaching about Asia in Schools of New England could be valuable and would be widely used.

_____ Such a Center would unnecessarily duplicate services already available from other agencies in New York and elsewhere.

_____ A third view (please explain briefly).

Part II--Please number in order of your view of their importance the following possible activities of a Service Center for Teachers of Asian Studies:

_____ Advice and collecting information about curricular developments: as related to Asian studies.

_____ Providing evaluative information about books and other materials concerning Asian history and cultures and the suitability of such materials for various levels of education. (This might include consultation with school librarians.)

_____ Relaying materials from other agencies and having them in stock to supply individual and school orders.

_____ Production of certain kinds of teaching and study materials for specific levels and types of courses in elementary, junior high, and secondary schools.

_____ Providing information concerning audio-visual and other aids to Asian studies.

_____ Possibly advice about and assistance in finding visiting speakers on Asian subjects.

_____ Perhaps cooperating with the NECAS in editing, reproducing, and distributing a regular newsletter concerning events and opportunities in Asian fields, with special relevance to New England.

_____ Providing an in-service (Friday afternoon or Saturday morning) university course for teachers interested in Asia.

_____ Providing a university summer course for teachers interested in Asia.

_____ Keeping teachers informed about opportunities for summer travel and observation and study in Asia.

_____ Other functions (please list).

Part III

1. In addition to the course in World History, what are the two or three other common secondary school courses where Asian content might well be added?

2. Mention the most needed kinds of texts or other teaching and study materials which secondary schools could use in Asian studies. (e.g., a better general history for this level, a shorter historical unit on, say, Eastern Asia for World History, a low cost series of historical maps, others (please be specific).

3. Please mention secondary schools in New England which you know offer at least one separate course on Asia.

4. Does your school have:

   a. the funds for strengthening its library on Asian cultures and affairs?

   b. the guides for making wise selections of books and other materials in this general field?

5. Name and location of the secondary school where you teach.

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_____

Appendix B

State Coordinators of Social Studies
with whom the Director of the Planning Project Conferred
at The Lincoln Filene Center, Tufts University
January 5, 1967

Coordinators of Social Studies

Dr. Arthur E. Soderlind
Consultant in Social Studies
State Department of Education
Connecticut

Dr. Joseph Pecoraro
Supervisor of Social Studies
State Department of Education
Maine

Dr. Howard L. Bowen
State Department of Education
Maine

Dr. Thomas J. Curtin
Deputy Commissioner
Department of Education
Massachusetts

Mr. Carter B. Hart
Department of Education
New Hampshire

Dr. Max Bogart
Assistant in Secondary Education
Division of Curriculum and Instruction
Department of Education
New Jersey

Dr. Anthony E. Terino, Chief
Bureau of Secondary School Supervision
The State Education Department
New York

Mr. James G. Kehew
Coordinator, Social Studies
Department of Public Instruction
Pennsylvania

Mr. Patrick McCarthy
Department of Education
Rhode Island

Dr. Karlene V. Russell
Executive Director of Instruction
State Department of Education
Vermont

Mr. Lester F. Jipp
State Department of Education
Vermont

Members, Lincoln Filene Center Staff

Dr. John S. Gibson
Acting Director

Mr. Wyman Holmes
Associate Director

Miss Esther Odell
Coordinator

For the Planning Project for the Teaching of Asian Studies

Dr. Allan B. Cole, Director

Appendix C

Secondary School Teachers and Principals
with whom the Policy Committee of the Planning Project
dined and conferred on January 26 and February 10, 1967

Attending the Meeting on January 26

Mr. Daniel Desmond
Principal, North Andover High School

Mr. John Minihan
North Andover High School

Mr. David Aloian
Headmaster, Concord Academy for Girls

Mr. James Parker
Concord Academy for Girls

Mr. H. Schuyler Royce
Phillips Andover Academy

Miss Carol Cannon
Winchester High School

Miss Irene Gorham
Winchester High School

Mr. Don Salvucci
Brockton High School

Mr. James Shaw
Brockton High School

*Members of the Policy Committee attended both meetings; among them was Dr. John S. Gibson, now Director of the Lincoln Filene Center, who was able to attend only the first of these sessions.

Attending the Meeting on February 10

Mr. Robert O'Donnell
Principal, Canton High School

Mr. David Haines
Canton High School

Mr. Roger Duncan
Director of Upper School
Belmont Hill School

Mr. Olin Ingham
Belmont Hill School

Mr. John Robinson
Brookline High School

Mr. Henry Hicks
Needham High School

Sister Frances Joan
Arlington Catholic High School

Sister Vera
Arlington Catholic High School

Appendix D

Plan for a Service Center for The Teaching of Asian Studies in Secondary Schools of New England

The survey already described showed convincingly the need for a university based and publicly supported Service Center for Teachers of Asian Studies in New England. After learning the kinds of assistance most needed, it was possible to plan, as stated in the following sub-sections, the staff, phased activities and approximate cost of such a Center.

The Service Center Staff would consist of a Director (full-time), and Assistant Director (full-time), an Administrative Secretary (full-time), and a Secretary-typist (full-time). Persons should be selected for these posts because of their interest in Asian cultures and in secondary education, their administrative competence, and (hopefully), because of their competence in complementary disciplinary fields. It would be advisable for them to have at least the Master's degree. This staff would be supervised and advised by a Policy Committee on Asian Studies for Secondary Schools in New England to be composed of administrators and faculty members of the host university working in the field of Asian studies, a few selected high school teachers, and at least one officer of the New England Conference on Asian Studies. The Policy Committee in turn would have access to the advice of six faculty advisors expert in Asian affairs chosen from New England institutions of higher learning and to the Social Studies Coordinators in the State Departments of Education in New England.

The functions of the Service Center for Asian Studies would be phased in three stages as capabilities of the Center were developed according to the following plan:

First Year:

Primary emphasis would be put in the first year on the Greater Boston and outlying areas of Eastern Massachusetts. Response would, however, be made to requests for assistance from other areas of New England.

1. The Director and Assistant Director would begin visiting secondary schools in the New England area to:

   (a) ascertain the problems and needs of each individual high school,

   (b) make available by direct consultation advice on curricula, materials, how to introduce Asian studies,

etc., as the case may be. They would also speak with principals individually and, on invitation, national and regional conferences on education.

2. The Center would collect, evaluate, and make available various curricular models for Asian studies suitable for secondary schools.

3. The Center would collect, evaluate, and make available guides for library resources according to funds available and adapted to the individual curricular approach.

4. The Center would prepare and later supplement a list of speakers and artists expert in their fields and available for speaking engagements.

5. The Center would set up a series of regional or subregional conferences which allow exchange of teaching problems and experience and would also include discussions led by experts on special problems of general interest in Asian studies, which would provide continuing intellectual stimulation and enrichment.

6. The Center would prepare twice during the school year a Newsletter giving information on exhibits of Asian art, new teaching materials, opportunities for federal or state funds, etc., available to secondary schools. It probably would send out other timely, special announcements.

7. The Center would begin the task of collecting, evaluating, and circulating bibliographical aids to teaching.

8. Three Asian graduate students would be appointed for summer research on new materials and translating services under faculty guidance. Materials about the education, problems, activities, and viewpoints of youth in selected Asian countries would thus be periodically made available to schools.

9. The Center would consult with audio-visual lending services in New England to strengthen their Asian holdings, and would encourage teachers to avail themselves of these resources.

Second Year:

1. Scope would be extended to New England as a whole. The Director and Assistant Director would continue to visit schools already teaching Asian studies for consultation.

2. The Director and Assistant Director would begin the task of introducing Asian studies in schools not at present teaching in the field. They would emphasize the importance of such

studies and the services which the Center would give in assisting teachers in the preparation of courses and materials.

3. The Center would continue to develop the services outlined for the first year.

4. The Center would compile and keep up to date evaluatively annotated bibliographies of materials suitable for secondary schools.

5. The Center would act as a materials center for collecting, reproducing if necessary, and circulating useful materials prepared by various sources working in Asian fields.

6. The Center would establish and direct a summer course and workshop for a selected number of secondary school teachers experienced in the field of Asian studies. The course would stress cultural history; in the workshop, experienced teachers would work with a university faculty member to pool experience, draw up guides on curricula, and assist in selection of materials useful to those less experienced. These courses would be offered for credit.

7. Research and translation by three Asian graduate students would continue.

Third Year:

1. The above consultations and services would be continued and expanded.

2. The Center would open the Summer Workshop to both experienced and less experienced teachers in the field who wish to work out and experiment with their own courses.

3. The Center would establish contacts with carefully selected youth organizations and schools in Asian countries which would exchange information and establish meaningful contacts between students and teachers in the New England area and their counterparts in Asian countries.

4. The Director would tour major Asian countries to make contacts with teacher and student groups, to arrange for exchange of materials, and to facilitate communication between Asian and American students.

Funding and Budget

Budget: The Policy Committee drew up the following budgetary plan to implement the above program:*

Service Center Staff (3 years)**

Policy Committee (non-salaried)	
Director (full-time) at $10,000 per year	$30,251.43
Assistant Director (full-time) at $8,000 per year	24,201.25
Administrative Secretary (full-time) at $6,500 per year	19,663.51
Secretary-typist (full-time) at $4,700 per year	14,218.23
Instructor and Director of Summer Program (two summers at $2,000 each)	4,000.00
Summer Workshop staff member ($1,300 each of 2 summers)	2,600.00
Three faculty consultants at $300 each per year	2,700.00
Expert outside consultants on contract ($2,000 per year)	6,000.00
Three graduate student translators and research assistants ($900 each per year)	8,100.00
Three high school teacher-fellows at $1,000 each for two Summer Workshops	6,000.00
Total	$117,734.42

	1st year	2nd year	3rd year
Director	$10,000	$10,125.00	$10,126.43
Assistant Director	8,000	8,100.00	8,101.25
Administrative Secretary	6,500	6,581.25	6,582.26
Secretary-typist	4,700	4,758.75	4,759.48
3 Faculty Consultants	900	900.00	900.00
Outside expert Consultants	2,000	2,000.00	2,000.00
Instructor-Director of Summer Program		2,000.00	2,000.00
Summer Workshop Staff member		1,300.00	1,300.00
3 Graduate Assistants for Translation and Research	2,700	2,700.00	2,700.00
High School Workshop Fellows (2 summers)		3,000.00	3,000.00
Total	$34,800	$41,465.00	$41,469.42

* Estimates are based on salaries and costs as of spring 1967 and would have to be revised after the levels of such items have changed.

** with 8% per annum salary increments for full-time staff;

Operating Expenses for Three Years:

Salary Corollaries at 2.5% per year (for full-time staff members)	$ 2,208.38
Office Equipment and Supplies	1,800.00
Overhead 20% of total	13,452.28
Telephone, postage, etc., for Center Office	1,000.00
Storage Space	480.00
Shipping Services (initial equipment and operations)	800.00
Conference Costs ($1,000 first year, $1,500 second year, $2,000 third year)	4,500.00
Summer Program books, materials, supplies, publicity	3,500.00
Center books and subscriptions	500.00
Contingency	1,000.00
Revolving fund for purchase of materials from other centers for regional distribution	1,000.00
Total for Operations	$30,240.66

Salaries	$117,734.42
Operating expenses	30,240.66
3-Year Total	$147,975.08

Conclusion on Funding

After careful consideration, the Project Committee came to the conclusion that it would not be feasible to request a grant for the above plan under Title III of the Elementary and Secondary Education Act. It was our understanding that under Title III the funds must be granted directly to and administered by a group of high schools, and thus would be only indirectly available to a university program. This seemed both cumbersome and inefficient from the point of view of the proposed Center. Such a Center, while proposing to cooperate closely with secondary schools in New England, could only operate effectively if it had direct access to and control over appropriated funds placed in an account managed under the Comptroller and Treasurer of the host university.